ASSIGNMENT BOOKLET 8A

Mathematics 1
Module 8: Days 1–9

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

File Number:

_____

Grading Scale

A – Very Satisfactory
B – Satisfactory
C – Needs Attention
D – Unsatisfactory

Apply Module Label Here

Name
Address
Postal Code

Please verify that preprinted label is for correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Grading

Mathematics:

_____

Neatness:

_____

Date Assignment Booklet Received:

_____

Teacher's Comments

_____
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

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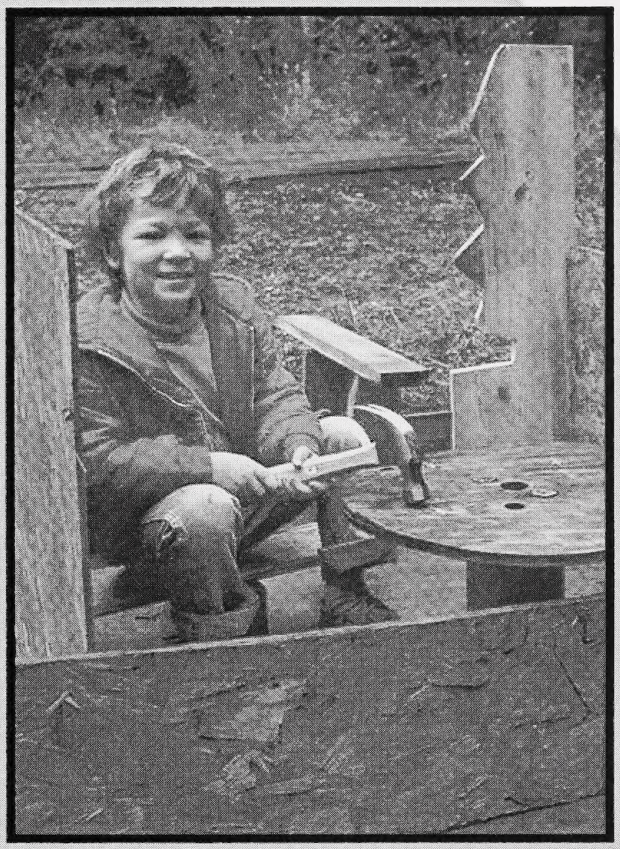
Grade One

Mathematics Module 8

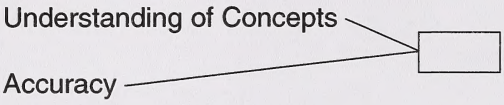


Assignment Booklet 8A

Distance Learning

FOR TEACHER'S USE ONLY

Mathematics Grading



This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

Grade One Mathematics
Assignment Booklet 8A
Module 8
Learning Technologies Branch
ISBN 0-7741-1805-9

Cover Photo: Nova Development Corporation

Grade One Mathematics – Assignment Booklet 8A

Learning Tasks

Nine mathematics modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and have the student review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you, the home instructor, to read with the student. For certain assignments, home instructor directions are also given. Text for **you** will be in the type style that you see here. Text for **you and the student** will be in a larger type and will be indented. See the example that follows.

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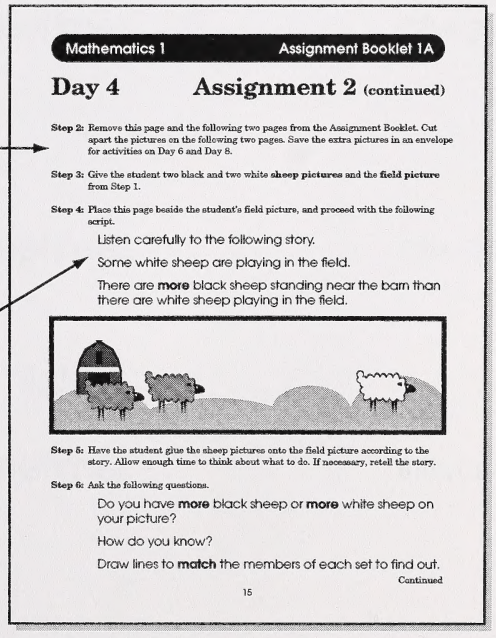
Text for you and the student will appear like this.



Mathematics 1 Assignment Booklet 1A

Day 4 Assignment 2 (continued)

Step 2: Remove this page and the following two pages from the Assignment Booklet. Cut apart the pictures on the following two pages. Save the extra pictures in an envelope for activities on Day 6 and Day 8.

Step 3: Give the student two black and two white **sheep pictures** and the **field picture** from Step 1.

Step 4: Place this page beside the student's field picture, and proceed with the following script.

Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.

Step 5: Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

Step 6: Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

Draw lines to **match** the members of each set to find out.

Continued

15

Day 1 Assignment

Circle **never**, **sometimes**, or **always** to answer the following questions. One is done for you, as an example.

1. How often do you drive a car?

never sometimes always

2. How often is it cloudy outside?

never sometimes always

3. How often do you go shopping?

never sometimes always

4. How often do you eat rocks?

never sometimes always

5. How often do you sleep at night?

never sometimes always

Day 1 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was the student able to predict the chances of events happening using the words *never*, *sometimes*, and *always*?

❑ yes ❑ not yet Was the student able to use an appropriate recording method to collect data?

❑ yes ❑ not yet Was the student able to discuss data and draw and communicate appropriate conclusions?

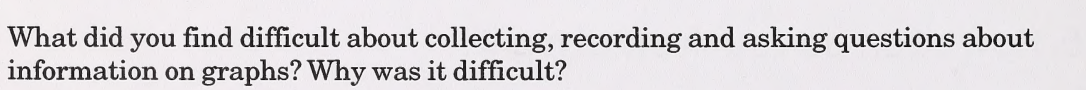
Additional Comments

_____

_____

Student's Thoughts

Make an X on the line closest to the word that describes what you think about today's mathematics learning.



What did you find difficult about collecting, recording and asking questions about information on graphs? Why was it difficult?

_____

_____

_____

Day 2 Assignment

Draw pictures of people or things that are taller, shorter, or about as tall as you are. Label each picture.

This person or thing is taller than I am.
This person or thing is shorter than I am.
This person or thing is about as tall as I am.

Day 2 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was the student able to make direct comparisons of lengths, heights, and distances?

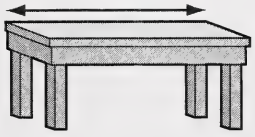
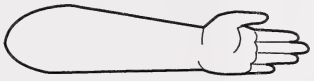
❑ yes ❑ not yet Is the student developing an understanding of linear-related vocabulary?

Additional Comments

Student's Thoughts

Day 3 Assignment

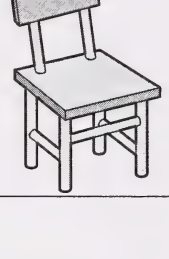
Use **two** parts of your body to measure each object.
Estimate first.

What to Measure	What to Use	Estimate	Measure
			
			
			
			
			
			
You choose and draw an object.			
			

Day 4 Assignment

Choose **three** different objects to measure. Choose a different nonstandard unit to measure each object and find out how long, how wide, how tall, or how far **around** it is.

Use pictures, numbers, and words to tell about each one. One is done for you, as an example.

Object	What I Used to Measure	My Estimate	My Measure
		10 running shoes high	8 running shoes high

Day 5 Assignment

Use pictures and words to show the following items.

something short	**something wide**
something long	**something near you**
something taller than a fridge	**something the same size as you**

Day 6 Assignment 1

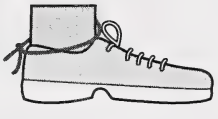
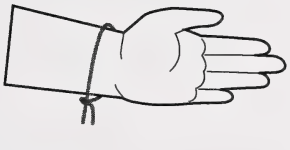
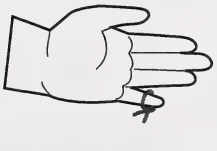
How Far Is It?

Distance to Measure	What I Used to Measure	My Estimate	My Measure
• from my seat to the window			
• from the window to the door			
• from the door to my seat			
• from my seat to the cupboard			

Day 6 Assignment 2

Measuring the Distance Around Body Parts

Use a piece of string to measure around each of the following parts of your body. Then draw a line as long as each piece of string.

- ankle 
- thumb 
- wrist 
- small finger 

Which is longer, the piece of string for your finger or for your thumb? _____

Which is longer, the piece of string for your wrist or for your ankle?

_____

Day 6 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes	❑ not yet	Was your student able to select an appropriate nonstandard unit to measure length, height, and distance?
❑ yes	❑ not yet	Was your student able to estimate, measure, record, compare, and order by length, height, and distance, using nonstandard units?
❑ yes	❑ not yet	Was your student able to compare collected data, using appropriate language?

Additional Comments

_____

_____

Student's Thoughts

Print an ending to the sentences, based upon what you have learned today.

- The most interesting part of the lesson was

_____

_____

- Now I know how to

_____

_____

Day 7 Assignment

Choose **three** objects to measure. Use interlocking cubes or another nonstandard unit to estimate and measure each object.

Use pictures, numbers, and words to show what you found.

What to Measure	Object	My Estimate	My Measure
something **taller** than I am			
something **shorter** than I am			
something about the **same height** as I am			

On the following page, draw and label pictures to show you and your three objects in order from **shortest** to **tallest**.

Continued

Day 7 Assignment (continued)

My Three Objects and Me, In Order from Shortest to Tallest

Day 7 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes	❑ not yet	Was the student able to select an appropriate nonstandard unit to measure height?
❑ yes	❑ not yet	Was the student able to estimate, measure, record, compare, and order by height, using nonstandard units?
❑ yes	❑ not yet	Was the student able to compare collected data using appropriate language?

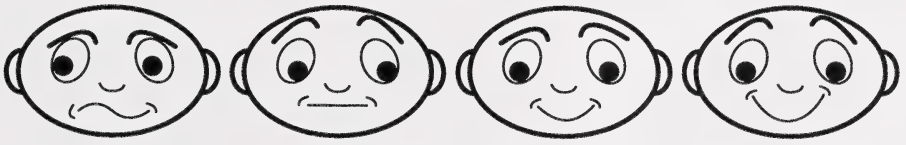
Additional Comments

_____

_____

Student's Thoughts

Colour the face that shows what you think about your mathematics learning today.



Explain why.

_____

_____

_____

Day 8 Assignment

Choose an object, such as a large carrot, and a nonstandard unit of measurement. Estimate and measure the following attributes of your object:

- length
- height
- distance around
- weight

Name of chosen object _____

Name of nonstandard unit of measurement

_____

Record your estimates and actual measurements.

Attribute	My Estimate	My Measurement
length		
height		
distance around		
weight		

Day 8 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes	❑ not yet	Was the student able to select an appropriate nonstandard unit to measure length, height, distance around, and weight?
❑ yes	❑ not yet	Was the student able to estimate, measure, record, and compare length, height, distance around, and weight, using nonstandard units?
❑ yes	❑ not yet	Was the student able to compare collected data, using appropriate language?

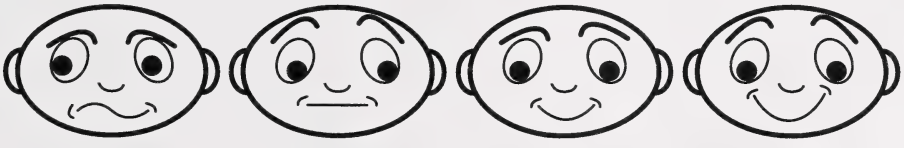
Additional Comments

_____

_____

Student's Thoughts

Colour the face that shows what you think about your mathematics learning today.



Explain why.

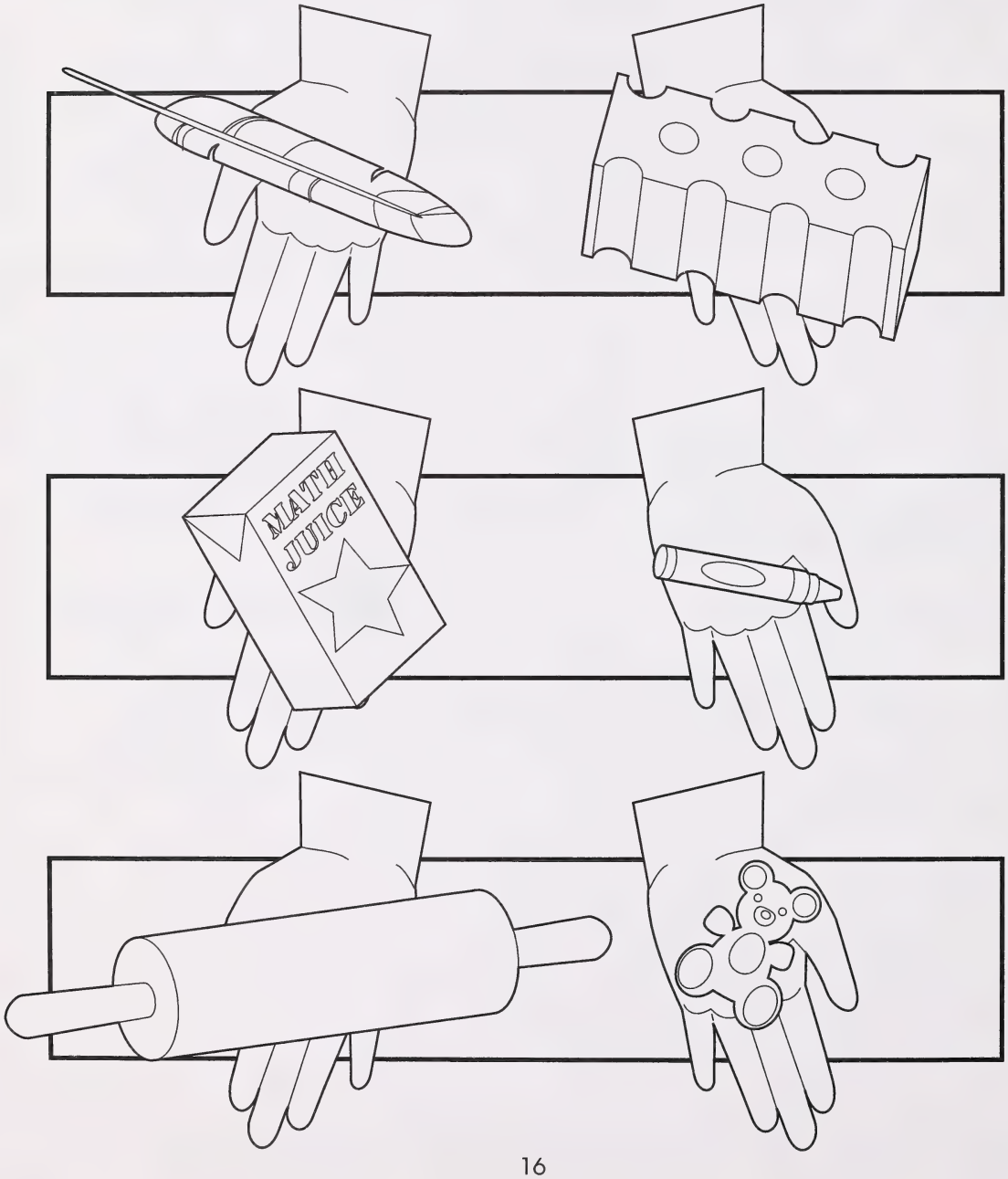
_____

_____

_____

Day 9 Assignment

In each pair, colour the **heavier** object purple, and colour the **lighter** object yellow.



Day 9 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was the student able to estimate, measure, and compare the mass, or weight, of objects?

❑ yes ❑ not yet Was the student able to compare collected data, using appropriate language?

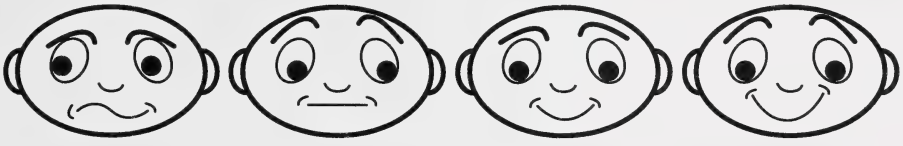
Additional Comments

_____

_____

Student's Thoughts

Colour the face that shows what you think about your mathematics learning today.



Confused Okay Good Great

Explain why.

_____

_____

_____

Grade One Mathematics – Assignment Booklet 8A

Day 9 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 8A

Day 1

☐ My Never, Sometimes, and Always Booklet

Day 2

☐ Nose-to-Arm Stretches (graph)

Day 3

☐ Measuring with My Hands (chart)

Day 4

☐ How Far Around Our Hands? (graph)

Day 5

☐ Let's Talk About Heights (booklet)

Day 6

☐ My Estimate and Actual Reach (chart)

☐ Measuring Curves (booklet)

Day 7

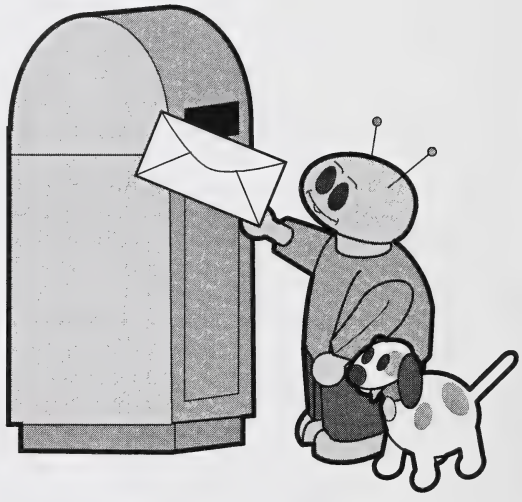
☐ How High Is the Tower? (chart)

Day 8

☐ All About My Pet Potato (booklet)

Day 9

☐ heavier, lighter, and same weight (pages)



Grade One Mathematics
Assignment Booklet 8A
Module 8
LRDC
2000

ASSIGNMENT BOOKLET 8B

Mathematics 1
Module 8: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

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Grading

Mathematics:

Neatness:

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Grade One

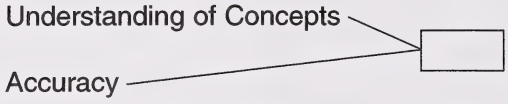
Mathematics Module 8

Assignment Booklet 8B

Distance Learning

FOR TEACHER'S USE ONLY

Mathematics Grading



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Grade One Mathematics
Assignment Booklet 8B
Module 8
Learning Technologies Branch
ISBN 0-7741-1806-7

Cover Photo: Nova Development Corporation

Grade One Mathematics – Assignment Booklet 8B

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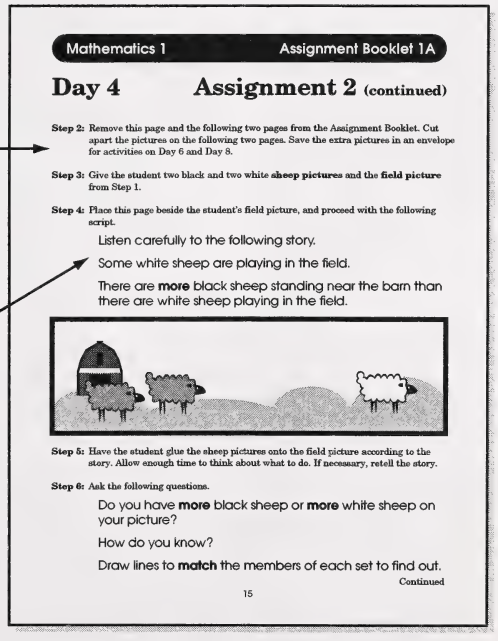

Mathematics 1 Assignment Booklet 1A

Day 4 **Assignment 2** (continued)

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Listen carefully to the following story.

Some white sheep are playing in the field.

There are **more** black sheep standing near the barn than there are white sheep playing in the field.

Step 5: Have the student glue the sheep pictures onto the field picture according to the story. Allow enough time to think about what to do. If necessary, retell the story.

Step 6: Ask the following questions.

Do you have **more** black sheep or **more** white sheep on your picture?

How do you know?

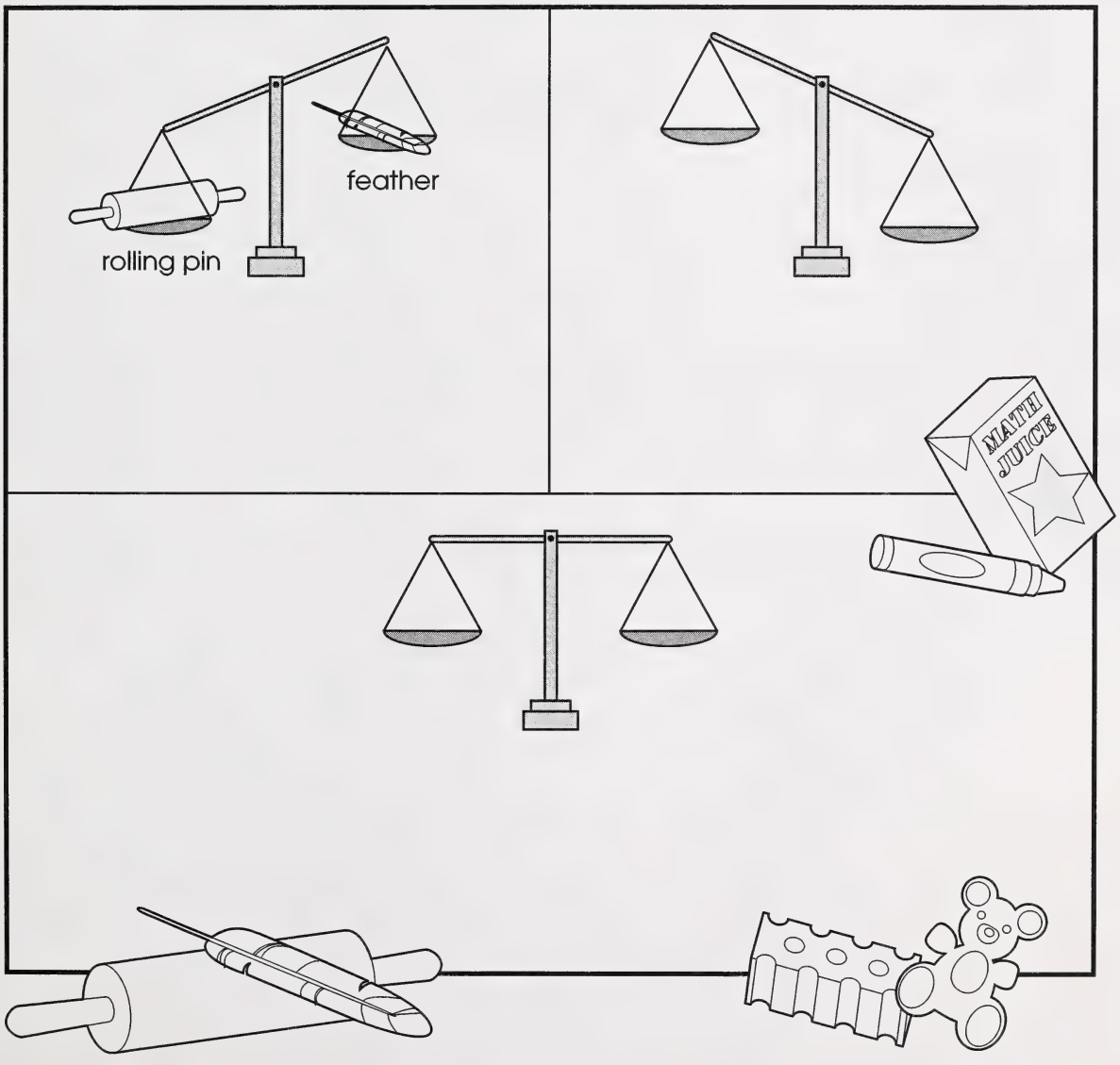
Draw lines to **match** the members of each set to find out.

Continued

15

Day 10 Assignment

Collect a balance scale and some items to measure. Draw and label the things you used to make your balance scale look like these pictures.
One is done for you, as an example.



Day 10 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was the student able to estimate, measure, record, and compare the mass of objects, using nonstandard units?

❑ yes ❑ not yet Was the student able to compare collected data using appropriate language, such as *how many more*?

Additional Comments

Student's Thoughts

Day 11 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was the student able to estimate, measure, record, and compare the volume of containers, using nonstandard units?

❑ yes ❑ not yet Was the student able to compare collected data, using appropriate language such as *how many more*?

Additional Comments

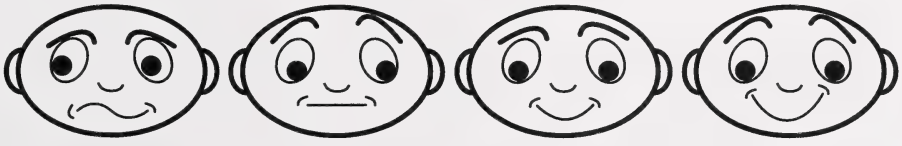
_____

_____

_____

Student's Thoughts

Colour the face that describes what you think about your mathematics learning today.



Confused Okay Good Great

Explain why.

_____

_____

Day 12 Assignment

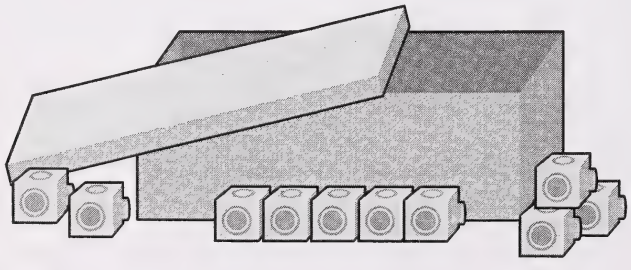
Gather together the following materials:

- three boxes that have different shapes and sizes, for example, a tissue box, a cereal box, and a paper-clip box
- units to fill the boxes, for example, interlocking cubes, wooden or plastic blocks, and paper clips

For each box, do the following:

- Record the name of the container.
- Choose and record a unit of measure.
- Estimate how many units it will take to fill the container.
- Record the estimate.
- Check the estimate by filling your container and counting the units.
- Record the actual count.

Record your findings in the chart on the following page. One is done for you, as an example.



Continued

Day 12 Assignment (continued)

container	shoebox
unit of measure	interlocking cubes
estimate	40
actual	50

container	
unit of measure	
estimate	
actual	

container	
unit of measure	
estimate	
actual	

container	
unit of measure	
estimate	
actual	

Day 12 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was the student able to estimate, measure, record, and compare the volume of containers, using nonstandard units?

❑ yes ❑ not yet Was the student able to compare collected data using appropriate language, including quantitative terms such as *how many more*?

Additional Comments

Student's Thoughts

Day 13 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Is the student developing the concept of area through observation and discussion of various kinds of cover?

❑ yes ❑ not yet Was the student able to demonstrate an understanding of cover (area) through illustrations and oral and written expression?

Additional Comments

_____

_____

Student's Thoughts

_____

_____

_____

_____

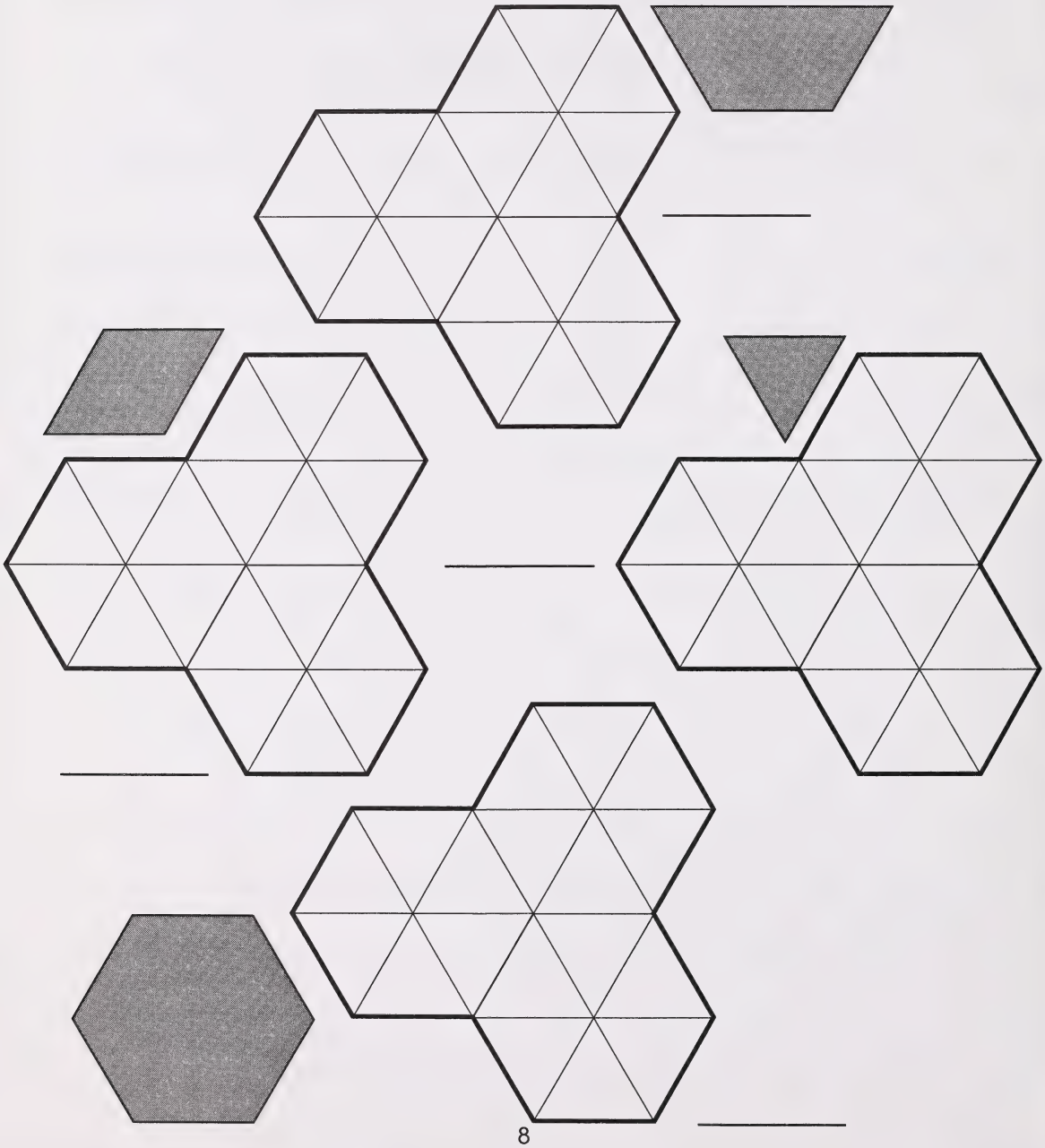
_____

_____

_____

Day 14 Assignment 1

Beside each design is a Pattern Block shape. For each shape, use a different-coloured crayon to show how many of that shape you can see in the design. Print the numbers on the lines.



Day 14 Assignment 2

In each box, choose an **appropriate** unit of measurement to cover the item. Estimate how many units would be needed. Then cover the item, and count the units.
One is done for you, as an example.

Cover a table top.

unit of measure playing card

estimate 100

measurement 90

Cover the biggest side of a crayon box.

unit of measure _____

estimate _____

measurement _____

Cover the biggest side of a milk carton.

unit of measure _____

estimate _____

measurement _____

Cover the front of a book.

unit of measure _____

estimate _____

measurement _____

Day 14 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was your student able to estimate the number of uniform and irregular shapes that will cover an area?

❑ yes ❑ not yet Was your student able to verify the number of uniform and irregular objects and shapes that will cover an area, by covering and counting?

❑ yes ❑ not yet Was your student able to compare collected data using appropriate language?

Additional Comments

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Student's Thoughts

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Day 15 Assignment

Complete each sentence and draw pictures to tell one thing you do in the **morning**, **afternoon**, and **evening**.
Draw the pictures under the sentences.

In the **morning**, I

In the **afternoon**, I

In the **evening**, I

Day 15 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was your student able to describe the time of day, for example, morning, afternoon, and evening?

❑ yes ❑ not yet Is your student developing an understanding of time-related vocabulary?

Additional Comments

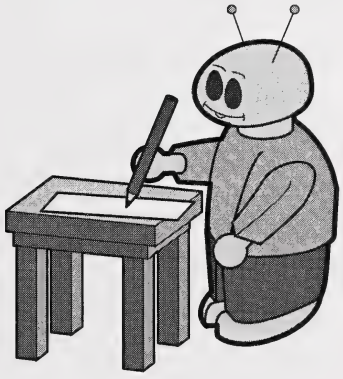
Student's Thoughts

Day 16 Assignment

Choose a unit of measurement, for example, ball bounces, skipping-rope jumps, or handclaps.

Then estimate, measure, and compare the time needed to complete each activity.

Record your unit of measurement, your estimates, and the actual counts.



unit of measure _____

estimate for printing your name _____

actual measure for printing your name _____

estimate for listening to one song _____

actual measure for listening to one song _____

Continued

Day 16 Assignment (continued)

Choose and record two activities to compare.

Then choose a unit of measurement with which to compare them.

Record your estimate and actual count for each activity.

unit of measure _____

Name of Activity 1 _____

Activity 1 estimate _____

Activity 1 actual measure _____

Name of Activity 2 _____

Activity 2 estimate _____

Activity 2 actual measure _____

Day 16 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was the student able to estimate, measure, compare, and record the passage of time, using nonstandard units of measurement?

❑ yes ❑ not yet Was the student able to compare collected data, using appropriate language?

Additional Comments

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Student's Thoughts

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Day 17 Assignment 1

Draw and colour an illustration of the cover and inside pages of your invitation.

What: "How Many?"
Olympic Games

Where: _____

_____

When: _____

_____

RSVP by: _____

_____

Phone: _____

_____

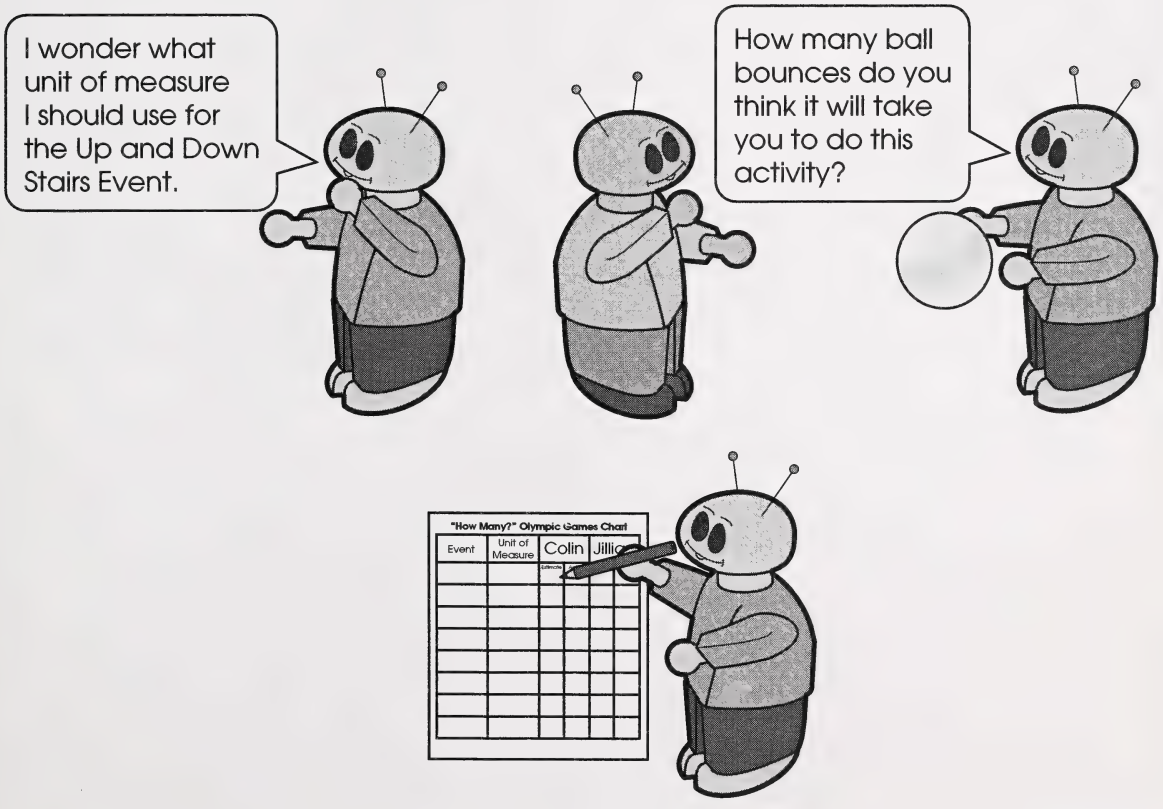
Day 17 Assignment 2

Turn to the "How Many?" Olympic Games Chart on the following page. Record the names of **four** participants and **five events**.

Choose and record a unit of measure for each **event**, for example, ball bounces, pencil taps, or handclaps.

Complete the chart during the "How Many?" Olympic Games.

For every **event**, challenge each participant to estimate how many of the chosen units it would take to complete that event. Record that number in the **column** for the participant's estimate.



Continued

Day 17 Assignment 2 (continued)

"How Many?" Olympic Games Chart

Event	Unit of Measure	Participant's Names											
		Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual		

Day 17 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was the student able to sequence events within one day and over several days?

❑ yes ❑ not yet Was the student able to name, in order, the days of the week and the seasons of the year?

❑ yes ❑ not yet Was the student able to describe and compare temperatures, using the senses?

❑ yes ❑ not yet Was the student able to compare collected data using appropriate language?

Additional Comments

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Student's Thoughts

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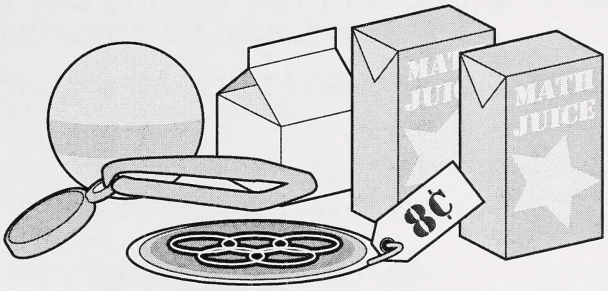
Day 18 Assignment 1

Draw **coins** to make each set another way.

 _____ ¢	_____ ¢
 _____ ¢	_____ ¢
 _____ ¢	_____ ¢
 _____ ¢	_____ ¢

Day 18 Assignment 2



The Olympic sticker costs 8 cents. Draw a set of **coins** you can use to pay 8 cents.

Draw a different set of **coins** to show 8 cents another way.

Continued

Day 18 Assignment 2 (continued)

Carrot sticks cost 2 cents each. You want to buy 3 sticks.

Draw a set of **coins** you can use to pay for 3 carrot sticks.

Draw a different set of **coins** to show another way to pay for 3 carrot sticks.

Day 18 Learning Log

Home Instructor's Comments

Check **yes** or **not yet** for each question.

❑ yes ❑ not yet Was the student able to recognize and name pennies, nickels, dimes, quarters, and dollars (loonies)?

❑ yes ❑ not yet Was the student able to state the value in cents of a penny, a nickel, and a dime?

❑ yes ❑ not yet Was the student able to create equivalent sets of coins up to ten cents in value?

❑ yes ❑ not yet Is the student developing an understanding of money-related vocabulary?

Additional Comments

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Student's Thoughts

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Grade One Mathematics – Assignment Booklet 8B

Day 18 – Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item to the student's teacher for marking at the time the teacher has requested it.

☐ Mathematics Assignment Booklet 8B

Day 10

☐ Measuring Weight (chart)

Day 11

☐ Measuring Volume (chart)

Day 13

☐ All About Covers (booklet)

Day 14

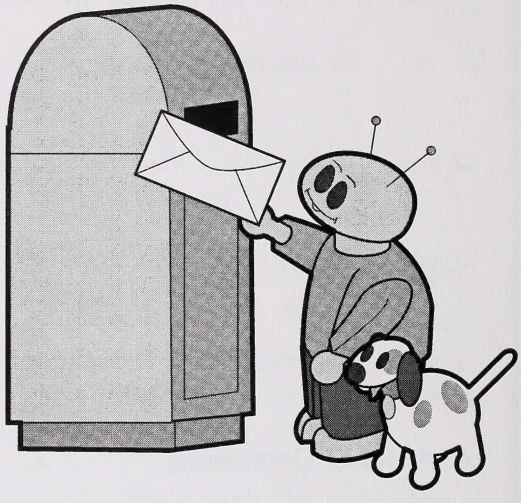
☐ How Many to Cover? (booklet)

Day 15

☐ Morning, Afternoon, and Evening (collage)

Day 16

☐ How Long Does It Take? (booklet)



Grade One Mathematics
Assignment Booklet 8B
Module 8
LRDC
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